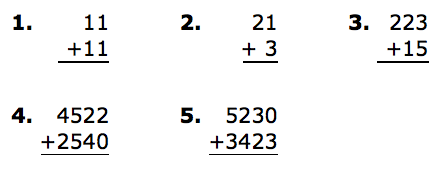
|  |  |  |
| --- | --- | --- |
| Math CAMPPP Breakout #3 | | Grade |
| 120 min | Math Learning Goals   * Better understand the  LD diagnosis, and develop empathy for LD students * Develop an understanding of cognitive processes, and how they impact students with LDs * Consider strategies to increase success for students with LDs (e.g. Foldables) | Materials   * BLM 3.1.1, 3.1.2 * Five activities (separate files Gr9-proportions, Gr10-Trig, Gr11-probability, Gr11-Finance, Gr12-Rational functions * Sample foldables file |
|  | Small Group 🡪 Discussion  Participants will be writing down personal reactions to simulations during the sessions (could also try some more out at <http://horizon-academy.org/SiteResources/Data/Templates/t2.asp?docid=621&DocName=Math%2520Difficulty%2520Simulation> ) To try these out use the above website and BLM 3.1.1 and BLM 3.1.2 – Participants each do first sheet as fast as possible then do 2nd sheet as fast as possible. The Visual perception activity could also be done. Once these are done then do the following questions:   * Small group discussion around focus questions   + Ex. “How does your school / math department currently support students with LDs?”   + Ex.  “Where are these students?  What courses are they in?” * Watch the first two FAT City videos (while watching think of how these situations relate to your math classes)   + Reading Comprehension (up to 2:10): <http://www.youtube.com/watch?v=WbLAt2Hc7Rw>   + Reading and Decoding (up to 1:50): <http://www.youtube.com/watch?v=Xx5kr2T7rK8>   + Other videos could be referenced but not shown:   + Fairness: <http://www.youtube.com/watch?v=6G9--hUQDwY>   + Processing: <http://www.youtube.com/watch?v=zhzh9kt8z7c>   + Visual Perception: <http://www.youtube.com/watch?v=O4f4rX0XEBA>   + Discuss in small groups how these situations relate to your specific math classes. * Anchoring discussion in  “real” students   + Ex.  “Think of a specific student in your class with an LD.  Which of the cognitive processes is low for this student?  How does that manifest itself in your classroom? |  |
| Minds On… |
| 30 min |
|  | Small Group 🡪 Discussion   * Participants choose an activity from TIPS (verify the activities work) and look at it through the lens of an LD student to suggest modifications. Participants are grouped by task that they choose ( Gr9-proportions, Gr10-Trig, Gr11-probability, Gr11-Finance, Gr12-Rational functions – 10 copies each) * Introduce the idea of Foldable – Show several examples of templates (Sample foldable templates.doc) * Teachers then take a concept from the task they chose to create a foldable that could be used to re-enforce the concept being focused on (through the lens of the five cognitive processes). |  |
| Action! |
| 60 min |
|  | Individual 🡪 Discussion   * A gallery walk of Foldables. |  |
| Consolidate Debrief |
|  |

**BLM 3.1.1**

Normal Addition Table

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | 4 | 5 | 6 | 7 | 8 |
| 4 | 5 | 6 | 7 | 8 | 9 |
| 5 | 6 | 7 | 8 | 9 | 10 |

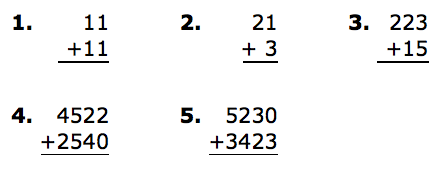
Add the following using the normal addition table



Normal Addition Table

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | 4 | 5 | 6 | 7 | 8 |
| 4 | 5 | 6 | 7 | 8 | 9 |
| 5 | 6 | 7 | 8 | 9 | 10 |

Add the following using the normal addition table

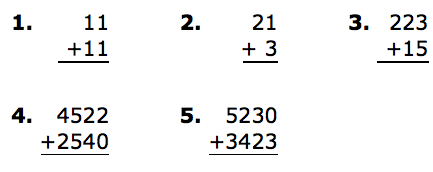


**BLM 3.1.2**

New Addition Table

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 10 |
| 2 | 3 | 4 | 5 | 10 | 11 |
| 3 | 4 | 5 | 10 | 11 | 12 |
| 4 | 5 | 10 | 11 | 12 | 13 |
| 5 | 10 | 11 | 12 | 13 | 14 |

Add the following using the new addition table



New Addition Table

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 10 |
| 2 | 3 | 4 | 5 | 10 | 11 |
| 3 | 4 | 5 | 10 | 11 | 12 |
| 4 | 5 | 10 | 11 | 12 | 13 |
| 5 | 10 | 11 | 12 | 13 | 14 |

Add the following using the new addition table

